DOCUMENT RESUME

ED 048 167 SP 007 054

TITLE	Analysis of Community. Resource Units, Grade 3. Providence Social Studies Curriculum Project.
INSTITUTION	Providence Public Schools, R.I.; Rhode Island Coll., Providence.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	CRP-6-1195
PUB DATE	70
NOTE	75p.; Part of a set of resource units and curriculum overviews for K-12 social studies
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Community, *Curriculum Guides, *Grade 3, *Social Studies, *Urban Teaching

ABSTRACT

GRADES OR AGES: Grade 3. SUBJECT MATTER: Social studies; analysis of community. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six chapters, one for each subunit. The chapters are laid out in three columns, one each for topics, activities, and materials. The guide is mimeographed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities are listed in the central column in each chapter. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each chapter. Each group of materials is related to one or more activities. In addition, an appendix lists filmstrips and films for each unit. STUDENT ASSESSMENT: None. OPTIONS: The guide is prescriptive as to course content. The teacher is free to use other activities and materials than those listed. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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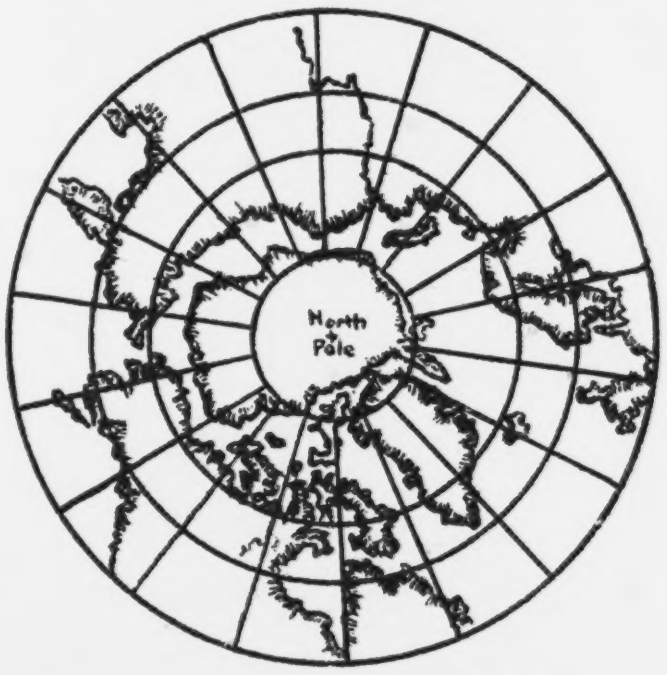
ANALYSIS OF COMMUNITY RESOURCE UNITS - GR.3



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007057

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SUGGESTIONS TO TEACHERS

Grade III

All the questions in these units pertain directly to the aims and generalizations set up for the grade. Each teacher and class will handle these questions and the suggested procedure in any manner that is appropriate to the particular group. The time spent on each unit will vary with the class. A possible schedule for each grade can be found in teh Curriculum Guide.

Sixty minutes of actual social studies instruction can be augmented by correlating the curriculum with other subjects such as art, music, and language. Instruction on map and globe skills should be kept informal.

As reading is often a problem much of the material will be covered through discussion, audio-visual materials, and activities such as Role-Playing, trips and walks. If some children are ready to do some independent work encourage them to do so.

DEFINITIONS OF NEIGHBORHOOD AND COMMUNITY

Note to Teachers:

In Grade II we defined a neighborhood as having people, land, buildings and purposes. It is a location, a place, a specific area. A child's home neighborhood is usually the streets and buildings within walking distance of his home. We are not only defining a neighborhood as a location but as a place with a purpose--or purposes--namely - residential, commercial, industrial or a combination of two or more of these purposes. We can think of a neighborhood as: place, people and purposes, with the emphasis on place.

In Grade III we are defining a community as any group of people who have common interests or common purpose. Whereas the place is the essential characteristic of a neighborhood, common purpose is the essential characteristic of a community.

In addition to purpose there must be some form of government, management, authority - organization. To accomplish the purpose there must be a cooperative effort - the participation by members of the group. A community has: people, common purpose, organization, participation with the emphasis on common purpose.

The sociologist will refer to the family as an institution or primary group. We can also call the family a community.

In general, textbooks will refer to a community as a place - usually something larger than a neighborhood. There are references to urban, suburban, and rural communities. They are stressing the

definition of community as a group of people who live in the same region under the same laws. Children will have to be guided to read critically. Not everything we read is always completely trus. We must always question the term community--does it have common purposes?

It will be our obligation to help the children to see the lack of real "community" which exists in our world today. This is expecially true in our cities where people do not live, work, worship, and socialize in any given area but where they move frequently from one neighborhood to another. It is only when problems and emergencies arise that people in a neighborhood or many neighborhoods have a common purpose and combine their interests and efforts and participate in a community situation. The great need for "community" should be stressed. We will also use the term "community" to designate the groups to which we choose to belong such as social, civic, religious, educational and economic activities.

Long ago people did live in communities because they lived and worked together to achieve a common goal. This is still true in some areas. There were <u>people</u>, in a specific <u>place</u>, <u>participating</u> in a situation with a <u>common purpose</u>. There was <u>organization</u> because no purpose can be accomplished without it. Neighborhood and community were one.

UNIT I. OVERVIEW

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	Develop at this time with the children a working definition of Neighborhood and Community. Diagram--Neighborhood Diagram--Community Work with chalkboard flannel board overhead projector	Appendix A
What are some different communities?	Develop with the children a list of kinds of communities: a family a school (all the classrooms are neighborhoods making the whole city (school) a community) office factory place of worship civic group social group neighborhood The children will name specific groups. Work back from this to the general categories above.	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
How can people belong to different communities?	Have the class refer to the list of kinds of communities. Can they see how a person could be part of many different communities and participate in the activities of several in the course of one day? i.e. A child could leave the Family Community to go to school, Cub Scouts, Brownies, or Church. Each time he would be part of a group with common interests or purpose--a community. Divide the class into five groups to represent Family, School, Cub Scouts, Brownies, Church (or any other community groups the class chooses). Have each group decide what their common interests are. Have one boy move from the Family to each of his other "common interest groups." Have one girl move from the Family to each of her "common interest groups." Develop several sets of signs and role-play a variety of sets so that all children participate at several levels.	Signs should be made to illustrate: Community:School Purpose:Learning Authority:Teacher Parent

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
A NEW ENGLAND COMMUNITY IN THE U.S. 300 YEARS AGO. Where did the early settlers come from and why did they come? (Common Purpose)	Use the globe and World Map to show where the early settlers came from. In many cases, the common purpose was the desire of the people to form a community based on religious freedom. This purpose made the people willing to accept the hardships of leaving their own country and building a community under such difficult conditions.	Silver Burdett: Communities and Their Needs pp. 161-173; 136-139 Benefic: You and the Community pp. 30-35 Macmillan: America Today and Yesterday pp. 134-135; 205-214
How did these people govern themselves? (Organization) (Participation)	The settlers had meetings that all men were required to attend. In this way all rules and laws were made by everyone. Usually a board of selectmen were elected to plan affairs and then all men voted on plans. Have the class make some rules for their own room.	Filmstrips T II SS-L-23a SS-T-13f SS-C-19 Slides SLSS-P-4(1-49) Plymouth and Mayflower
How did the settlers provide for their basic needs? (Participation) (Purpose)	Stress the complete dependence of these people upon their own community. The division of labor, cooperation, learning new skills and adapting known methods to new needs are all points for consideration.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	The Indians were a great help to the settlers but their fear that the white man would take their land and their limited source of food supply accounted for their hostility. The more advanced knowledge and tools of the pioneers enabled them to make use of the Indians' materials and advice and at the same time construct houses, make clothing and plant foods that were more suitable to their needs and desires as well as to their new environment.	
Where did the settlers go for education and recreation?	Again the class will see how everything these people did took place within this one community.	
How do these early New England communities differ from Providence today?	Can the children begin to see that at one time a community was a place where people lived, worked, worshipped, socialized and were educated. The people were generally of a similar background and had similar ideas and ideals. At present in urban areas people often do not know the names of people who live a block away. People seldom work in the neighborhoods where they live. Most of the social groups to which people belong are out of their home neighborhood. People often go to places of worship in a distant neighborhood. Children are bussed to schools in other neighborhoods. People come from many different backgrounds.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
What is the family community and what are its purposes?	This will be a review and an expansion of the concepts introduced in the Kindergarten Curriculum. A. In Kindergarten the children are told that "A father, mother and children is an example of one type of family. Many other family patterns exist here and in other countries." We can add to the meaning of family by saying that people who are related by blood or marriage, live together with someone in authority--ideally the parents. In the absence of the parents any adult member could take this role. B. Discuss the role of the person in authority. 1. his rights to make decisions, rules, and to discipline. 2. his obligation to use his rights wisely and fairly. C. Discuss what a family should ideally provide for the members such as: love affection understanding companionship security as well as basic needs: food clothes housing	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	D. Within a family children should learn cooperation responsibility respect for the rights of others (privacy, ownership, etc.) respect for authority positive self image frankness	
	Use Role-Playing suggestions for problem solving within the the Family Community.	Role Playing No. 1, 2.
	E. Basic Needs From the Grade I study of basic needs the class should recall that: 1. Houses are for protection from climatic elements and dangers and for comfort and privacy. 2. Food is to maintain health and for pleasure. 3. Clothing is for protection, comfort and pleasure. The basic needs must be provided for families by someone in the family, some organization, or private philanthropy. In most cases the members of the family must leave the family community and go into the neighborhood or other neighborhoods to provide these needs. There are exceptions in some isolated areas in the world. Government will be a separate unit but this will indicate the need for rules, regulations and laws everywhere starting with the family.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
How does communication affect the Family Community?	When members of a family talk to each other they "communicate." -expressing needs and wants -relating experiences -discussing problems -asking and giving advice -giving praise or criticism -directing action Communication can take place even without words if the people communicating understand one another. -a smile -a scowl Members of a family communicate with members of other communities. -at school, church, social events, work -talking to friends in person and on the phone -talking business in person and on the phone -listening to radios, watching TV, reading newspapers, etc. -writing or receiving mail <u>Communication</u> will be a separate unit but this will indicate the importance of communication in sharing ideas, information and experiences. There is no communication if there is no understanding.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
How does transportation affect the Family Community?	Members of families are constantly moving from the home community to other community groups in the neighborhood and beyond. - to work - to school - to shop - to places of worship - to places of recreation They will use many means of transportation: walking, car, bus, bike, taxi, elevator, train, plane, boat, motorcycle, truck. Transportation is closely related to communication. Transportation should save time and work but often in cities cities it presents many problems. Even within the family the use of the car often becomes a problem. - Who needs the car and for what use? - How many drivers? Transportation will be a separate unit but the class will begin to see the importance of transportation in the daily lives of people.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
What is the Neighborhood Community?	Review the definition of a neighborhood. "A neighborhood is a <u>place</u>. It also has <u>people</u> and <u>purposes</u>. A neighborhood may become a community if the people get together for a common purpose. This may be only a temporary community. The child's home neighborhood is the area within walking distance of his home. Purposes of Neighborhoods are: Residential Commercial Industrial or a combination of two or more of these. People may belong to different communities within the neighborhood or participate in communities in other neighborhoods. Examples: school in own neighborhood or a different one work in own neighborhood or a different one social activities in own neighborhood or a different one There are Neighborhoods all over the world. Some are communities.	Role-Playing No. 3

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
Why do families live in Neighborhoods?	People live in neighborhoods to share <u>goods</u> and <u>services</u>. It is too difficult for each present day family to provide all his <u>goods</u> and <u>services</u>. Ask the class: What goods and services would be missing or difficult to have is you had to depend upon your own home community? (Discuss the problems of Bushmen, early settlers, etc.) What goods and services could each family provide for themselves? Food Clothes Houses → Goods Teachers Policemen Firemen Doctors Clergymen Entertainers → Services Expand this list. Review: Division of labor (specialization) Mass Production	Appendix B <u>Bushmen</u> K, 1, 2 <u>Curriculum</u>

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
What are the needs of the neighborhood?	1. <u>Work</u> A largely commercial-industrial neighborhood will provide many goods and services. - Factories - Stores - Restaurants - Places of worship - Schools - Theaters - Libraries A strictly residential neighborhood will provide few of these. 2. <u>Government</u> Neighborhoods need: - good laws - good housing - good schools - good fire and police protection - good working conditions - good sanitary conditions Individual neighborhoods seldom attain these independently. People can work together against: - air pollution - water pollution - traffic hazards If people in a neighborhood or neighborhoods get together to work for or against anything they could form a community.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	3. Communication People must exchange ideas, information and experiences: - at work - shopping - socially - religiously - through newspapers, telephone, radio, TV 4. Transportation Families must move within the various neighborhood communities: - to work - to school - to places of worship - to places of recreation - to receive medical/dental care - to shop	
How do Government, Transportation and Communitcation affect all communities?	All communities need some form of organization, leadership, rules or regulations. This is true of a family, a social or civic group, a city or a nation. All communities need to communicate within their own group and with other communities. People must move from one community to another. The world was once a large place with people far away having little to do with each other. Now with the telephone, cable, radio, TV, fast land, air, and water transportation, the world seems to be growing smaller each year.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	A businessman in the United States can talk to a businessman in Tokyo by phone. Tel-Star can show people in the United States what is happening in Europe practically as it happens. A person could fly around the world in about two days. People of the world are having contact with each other through transportation, communi cation, and government. The UN could be used as an example of a community composed of leaders from many countries whose common purpose is world peace and security through world understanding and cooperation. The UN will be studied further under Government.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
How can a family solve problems through cooperation and responsibility?	Role-Playing Activity No. 1 Problem Mother works outside the home, (jewelry factory worker, school aide, teacher, etc.) and also does all the housework. She gets overtired and becomes ill. If she returns to work what can the family do to prevent mother from getting sick again? Discussion Try to raise these questions: 1. Why does mother work? a) Necessity - to pay for basic needs, medical care, etc. b) For household furnishings, a college education for children, to buy a house, etc. c) For money for extras- vacation, car, lessons in swimming, riding, piano, color TV, etc. 2. Who shares in benefits of mother's work? a) all share b) some share more depending on why mother works. 3. Have class choose the reason for mother working. Solutions Guide class to some of these suggestions that the family could do. 1. Make a list of all houshold jobs. 2. Choose which members are best suited to which jobs. 3. Make a chart giving everyone certain jobs to be responsible for. 4. Decide how to discipline any person who does not cooperate.	Read the "Problem" to class. Discussion

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	After Solutions have been made ask for volunteers to role-play the members of the family. Decide how many members - don't always have a father. Is there any member who is not a producer - too young or too old, ill? Let more than one group act roles if new ways of solving problems are thought of.	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
How can a family solve problems through respecting the rights of others or through consideration	Role-Playing Activity No. 2 Problem Boy has a little transistor radio for his birthday. He plays it so loudly and continously that other members of the family cannot work, study, read, look at TV or sleep without being disturbed. Discussion 1. Does he have the right to do this? 2. What about the rights of the other members? 3. Should the radio be taken away from him? 4. If he owns it, can someone take it away from him? - Who can? Under what circumstances? 5. Why does he do this? Solutions Possible suggestions: 1. Family could establish times of day when radio can be played. 2. Decide how loud it can be played. 3. Determine discipline if boy doesn't follow suggestions. After Solutions have been made ask for volunteers to represent the members of the family. Resolve that the rights of individuals are protected by respecting the rights of others. Try different Problems such as: Consideration of elderly people in the home. Consideration of a sick child or adult in the home.	Read "Problem" to class. Discussion Role-Playing

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
When is a neighborhood a community?	**Role-Plauing Activity No. 3** Problem Finding a place for shildren to play. Situation Two men-neighbors-ride the same bus to work but do not know each other. One day they notice a building being demolished on city owned land and mention to each other what a good spot it would be for a playground. Later each talks to his neighbor, interest is aroused, and a group is formed to investigate the possibilities of obtaining land for a playground. Solutions What has made this a community? There is a common purpose - obtaining a playground. There is organization and participation and someone in authority. forming the organization electing chairman organizing plans working with city officials writing letters visiting neighbors making phone calls discussions Is this necessarily a permanent community? What would make it one?	Read the "situation" to the class Role-Play different people who might be involved. Role-Play the meeting; going to see the Mayor; etc.

UNIT II. GOVERNMENT

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
Why is some organization needed for all communities?	Begin this with a question such as: - What would happen without some form of organization (government, people in authority, management, laws, rules) in: a) a family b) a school c) a cub-scout or brownie pack d) a city e) a state or country Get the class started by posing one problem and probably they can think of others. Some of these will sound most desirable to children at first. The serious results will have to be determined by the children themselves. Ex. a) <u>family</u> - no one in authority; no rules. 1. a five year old staying up till midnight alond looking at TV. 2. children spending the father's salary on toys. Results? b) <u>school</u> - no principal; no rules 1. children coming into school at any time and going to any classrooms. 2. fire drills that no one pays any attention to. Results? c) <u>cub scout or brownie pack</u> - no leader or den mother 1. no rules 2. no program Results?	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	d) <u>city</u> - no mayor, city council, policemen, firemen, traffic regulations, etc. 1. people robbing and killing, no laws or law enforcing officers to stop them. 2. cars driving on sidewalks, no traffic lights or stop signs, speeding in congested areas. 3. fires but no firemen Results? e) <u>state or country</u> - no governor, president, congress, courts. No constitution, laws. Results? Point out how government filters down from those who govern all the states to those concerned with a few - an individual family. These problems could be used in role-playing situations, puppet shows, oral or written stories.	
What is government?	Review the concept of some person or group of persons who are in authority: A government has responsibilities to the peoples it governs. People have responsibilities to the government. Suggest that government provides for: 1. Order - make life safe and orderly. 2. Justice - make things fair for everyone. 3. Common good - promote peoples' well being. One or more of thes can apply in any community situation because they involve the "common purpose."	SRA: Teacher's Manual' <u>Cities at Work</u> pp. 108-128 (suggestions for teachers) Silver Burdett: <u>Communities and Their Needs</u> pp. 156-185 Benefic - <u>How Rules and Laws Help Us</u> Benefic - <u>How Our Government Helps Us</u>

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	In democratic forms of government the people have some say in who governs and in which way. 1. In a <u>family</u> community the person in authority is not chosen but often members of the family are consulted on some rules - participation. 2. In a <u>social community</u> usually the officers are elected, the common purpose is agreed upon, and the rules (constitution, by-laws, etc.) are written with the consent of the group - participation. 3. In the <u>school community</u> the principal and teachers representing authority are not chosen by the pupils but many rules and the ways to observe them can be made by the pupils - participation. 4. In a <u>neighborhood</u>, city, state or the country (in the United States) people have the right to choose those who will represent them and their ideas - participation. In many countries the people have very little to say about who will represent them or in which manner they will be governed. Ex. Union of Soviet Socialist Republics Cuba Communist China Argentina Brazil Nicaragua Spain North Vietnam Haiti Cambodia	

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
Who are the people who run our government?	If there has been a recent election the class will be quite familiar with this procedure. It might be advisable to anticipate this question earlier by: 1. visiting a polling place. 2. suggesting children go with parents when parents vote. 3. collecting news items. 4. saving results of election. 5. having class conduct a mock election. 6. having class elect its' own officers or group leaders. If there has not been a recent election, the class, with preparation, can still have their own election. Let some of the class read and report on "Working Together" (pp. 85-94) in America Today and Yesterday. This describes how a small community government was started by using the democratic process. Let others in the class participate by answering the questions on p. 94. Start a list of words pertaining to government. government election meeting nominate elect vote chairman problems taxes officers president vice president secretary treasurer governor mayor councilman congressman	Film: O-14 "Our City Government" Macmillan" America Today and Yesterday pp. 85-94 A.V. Dept. Study Prints TII-(67) SP-92-a-y Choosing a President

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
How shall we conduct a class election?	Before class election discuss: 1. What officers are needed? 2. Why do we need class officers? 3. What are the specific duties of each person elected? 4. How should we choose people to represent us? 5. What qualifications should we look for? 6. When and how shall we vote? 7. Who will count the votes? We are making this particular classroom a community because there is <u>common purpose</u>, <u>participation</u>, and <u>organization</u>.	
What are some of the problems of government?	A list could be made that includes the following: 1. How to provide the services people need. 2. How to raise money to pay for these services. 3. How to best utilize what is available. 4. How to improve the community. 5. How to get the most value for peoples' tax dollar. Try dividing class into groups with each group reporting on one point or from one book. Those who cannot read the material could plan a puppet show or play about some problems such as: 1. How to raise money for --- 2. How to lower taxes 3. How to get money and interest people in building a library 4. How to improve roads 5. How to provide better schools	Laidlaw: <u>Communities and Social Needs</u> pp. 71-77 Benefic: <u>You and the Community</u> pp. 138-158 Teacher's section pp.107-120 Macmillan: <u>America Today and Yesterday</u> pp. 95-110 Silver Burdett: <u>Communities and Their Needs</u> pp. 43-73 Ginn: <u>Your Towns and Cities</u> pp. 69-89

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	Borrow this booklet from Grade II - SRA: Neighbors at Work - recorded lessons. Read this story about taxes to the class. "Government in the Neighborhood" Read "Charlie's Tooth" to the class. Have Have a group make up a story of some problem. Find some issue that the children could take the pro and con sides. Read "The Silent Army" to the class. The importance of sanitation in a city is vividly illustrated. Make dioramas or panels depicting problems of the city.	SRA: Neighbors at Work Recorded lessons Government SRA Teacher's Manual, Cities at Work p. 121 "Charlies Tooth" p. 123 "Silent Army"
What do we know about the government of the United States?	Discuss what a democratic form of government means. Explain briefly about the role of the: president vice-president cabinet senate House of Representatives Washington D.C. was used in Grade II to show a planned city with a definite purpose - government. Tell the class a little about the Declaration of Independence and Rhode Island Independence Day.	A.V. Dept. Study Prints TII-(67) SP-92 a-y "Choosing a President" Record and Filmstrip TII SS-T-15 "Tour Nation's Capital" Ginn: Your Towns and Cities pp. 158-160; 170-171

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
What is the United Nations?	The UN has been mentioned as a community -composed of leaders from many countries whose common purpose is world peace and security. There is organization and participation of members. October 24th is UN Day but many children are more familiar with the Unicef collection on Halloween. Borrow the large picture of Children Around the World from a first grade. Explain how men from all these countries are representatives to the UN. Use the globe and World Map to locate the countries. Have the class suggest the problems that must arise for these people from so many countries as a result of differences in: tradition culture Ex. language religion clothes food housing climate recreation A few children could choose a country and do some research in the library on the kinds of food, clothes and houses of this country. Borrow Fun Around the World from the Kindergarten. Games from different countries could be played to show how children who are from different countries can become friends through games.	Appendix C: UN Watts: Lets Find Out About the U.N. Globe Map - World Record & Filmstrip TII-SS-S-46m U.N. Silver Burdett: Fun Around the World pp.92-93 Games

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	Borrow from a first grade the Unicef Book of Holidays. Have a group report on these. Have the class demonstrate the UN with each child representing a country. Let him make a flag, some item of clothing or dress a puppet. Plan a UN Day Decide on some issue for the class to discuss. Probably a school problem. Lead into the Unit on Communication. Ask these questions:' "How can these people with different languages, customs and ideas communicate?" "How can we find out what communication really means and why it is so important to any community?"	Unicef - Book of Holidays Filmstrips T II SS-U-14-f "Day at the UN" SS-U-9 "UN" In school Filmstrip "A Trip with UNICEF"

UNIT III. COMMUNICATION

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
How do people communicate?	Members of a community participate through communication. They share ideas, information and experiences. Have the children suggest any means of communication that they know. Encourage them to suggest the unusual as well as the common means. Make a list; later rearrange this list into different categories. Refer to it when children choose a special interest area for individual or group work. a) talking, waving, crying laughing, lip reading, sign language, hand shaking, bowing, kissing. b) clocks, watches, bells, horns, fire, smoke, carrier pigeon, Morse Code, signs. c) Printing, (books, magazines, newspapers), mail, TV, radio, telephone, telegraph, walkie talkie, movies, plays, puppet shows, short wave, satellites, two way car radios. Those underlined would be particularly good for group work later. Explain how all the senses can be used in communicating. Besides sight, hearing and touch, taste and smell are sometimes used. A science unit on the Five Senses might be correlated at this time.	Filmstrips and Films for this are listed in Appendix E

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
What is communication?	Communication means to send and receive information. Now that the class has listed <u>means</u> of communication do they realize that there must be understanding between the sender and the receiver of any information? If a book is written in French, it must be read by someone who understands French or there is no communication. The receiver of a coded message must understand the key to the code before he can receive the message. <u>Demonstrations</u> 1. Have two children at opposite ends of room. Let one give a direction in a very soft voice. The second child does not receive the information. Repeat until there is "communication". 2. Teacher (or child) says a few words in another language. Is the message received (understood) by the class - by anyone? Is there communication? 3. Put a short message in Morse Code on the board. Is the message received (understood)? Is there communication?	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
Why do peopld need to communicate?	Discuss the necessity of sharing ideas, information and experiences in all communities: - family - classroom - neighborhood - city - state - country - world Let the class suggest some problems in communication in different community groups. Alports' Rumor Clinic Approach: Use five children No. 1 sees an object and describes it to No. 2 who does not see the object but from what he has heard describes object to No. 3 who in turn describes it to No. 4 who in turn describes it to No. 5 who tries to guess what it is. No. 1 then shows object to class. Outcome: How successful was the chain of communication? Use charade-type games where each child pantomines something and the class has to guess what he is doing. This will show communication without speech and the importance of other means of communication for ease of understanding.	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
How will our books help us to study about communication?	This may be a cood opportunity to introduce how we make a bibliography. Suggestions: 1. Give each student a book using a few copies of each. Be sure to include all available books that contain information on communication, and some books that do not. 2. Have the class look in the Table of Contents or Index for any material on communication. 3. When a student finds some material in his book, list on the board the publisher, name of the book, and the pages. 4. Have each student co½y the bibliography for future use. During the following social studies hour use the books on the bibliography containing general material on communication. Give each student a book. Allow the class enough time to scan the material. Have each child make a note on one point of information on communication he finds in his book. This point may indicate a subject he will later choose for special study. The teacher will circulate to help with reading difficulties.	Use all Social Studies books. Silver Burdett: Communities and Their Needs Benefic: You and the Community Benefic: How Communication Helps Us Laidlaw: Communities and Social Needs Ginn: Your Neighborhood and World Rand McNally: Communication and You

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Briefly check list How Do People Communicate? to see if at least one pook mentions each means listed by class. Ask questions such as: 1. Did all books say something about communication? 2. Why is it good to use more than one book when looking for information? 3. Did some books have special information on a particular means of communication? This will prepare class for next step which will be working in small groups on a specific means of communication.	
What are the major means of communication and why are they so important?	Use list, Means of Communication. The following are suggested for small groups to work on: books newspaper TV radio telephone mail Morse Code \ Special interests Satellites / for very small groups A possible approach - Decide on how many groups are needed. - Arrange groups heterogeneously good, average, and poor readers a child who could illustrate material someone with leadership qualities - Have slips of paper with	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	different means of communication and let a member of each group chose from a "Grab Bag" or assign topic to each group.	
	Group Work: 1. Choosing a leader (review leadership qualities)' 2. Using the bibliography to choose best books. 3. Going to library. 4. Discussing questions to be considered. 5. Reading material. 6. Taking notes. 7. Developing a vocabulary. 8. Making an outline. 9. Illustrating -pictures -charts -maps -globe 10. Reporting (Briefly) -orally or tape -visually a puppet show a play a filmstrip or film actual material (telephone) transparency for overhead projector	Ginn: Your Neighborhood and the World Silver Burdett: Communities and Their Needs Laidlaw: Communities and Social Needs Benefic: How Communication Helps Us Benefic: How Printing Helps Us Benefic: How We Get Our Mail Benefic: You Visit a Newspaper and TV Station
	Another Approach Group Brainstorming I. Whole Class XXXXXXXXXXX XXXXXXXXXXX XXXXXXXXXXX Teacher gives explanation and directions to whole class. II. Small Groups XXX XXX XXX XXX XXX XXX XXX XXX XXX Class is divided into small groups. Teacher appoints a recorder for each group.	Rand McNally: Communication and You Globe Maps

QUESTIONS	SUGGESTED PROCEDURE	MATERIALS
	III. Individuals Each child works X X X X X X independently on X X X X X X own reference. IV. Small Groups Each child tells XXX XXX XXX recorder what he XXX XXX XXX has learned. Recorder records report. V. Whole Class Each recorder XXXXXXXXXXX shares informa- XXXXXXXXXXX tion with whold XXXXXXXXXXX class. These are questions that each group should consider: 1. What is the history of this means of communication? 2. How does this means of communication help any community? 3. How does this means of communication help world understanding? 4. What effect does this means of communication have on the growth and development of our country? There should be evidence of these questions in either the group's outline, illustrations or reporting. Some of the filmstrips should be in the room if possible, for the groups to use with a hand viewer and for use in reporting to the class. Encourage the use of maps and the globe.	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
What specific means of communication in the Providence area shall we investigate?	<u>Culmination</u> After each group has given a brief report have class decide which means of communication they would like to know more about. Newspaper Have a class newspaper Radio or TV Plan a program - news or comedy Mail Make a class post office Telephone Use the tele-trainer material. Discuss proper use of phone. This provides excellent opportunities to correlate social studies with all the language arts, music, art and math. Arrange for a trip if possible and reserve the bus far in advance. The tour of the Providence Journal includes both Newspaper and Radio Station. A telephone Truck will go to each school in the spring. Call the Telephone Company, Public Relations Office to make arrangements. The Post Office may be within walking distance. <u>Before the Trip</u> 1. Plan together some simple rules of behavior. 2. Make a list of things to observe while on the bus. Types of neighborhoods (residential, commercial, industrial) Means of transportation in a city Problems like air pollution and traffic 3. Decide on a few definite questions to ask at destination.	SRA-Teacher's Resource Unit <u>Cities at Work</u> Stories - Newspaper pp. 71; 76; 102

UNIT IV. TRANSPORTATION

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
What is transportation and why is it so important?	Suggestions to introduce unit. 1. Use pictures for a display board with a caption such as "HOW PEOPLE AND GOODS ARE MOVED" 2. Use the poetry book, How Shall We Ride Away? Let class choose a few poems to illustrate. 3. Collect model cars, trucks, planes, animals, etc. 4. Find pictures in magazines. 5. Send a few students to the library to make a bibliography of available books on transportation. Have the class keep this for future reference. Transportation involves moving people and goods from one place to another. It provides many services. How is the family community dependent upon transportation for getting goods and services and moving members of the family? - a neighborhood? - a city? - the U.N.?	Pictures Transportation Melmont: How Shall We Ride Away? Magazines Library Books All Audio-Visual materials on transportation are listed in the Appendix

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	1. People constantly move from the family community for: work school shopping worship recreation medical/dental help 2. Goods are constantly moved from the producer to the consumer, often great distances. Raw materials (food, wood, oil, rubber, coal, etc.) Factory Store Consumer 3. Many service workers are involved in transportation. truck drivers bus drivers airplane pilots, etc. railroad personnel ship captains, etc. mailmen firemen Read the poem "The Arteries of Cities" (SRA p. 162) to show the interdependence of people and why people need transportation to move goods Read the story "The Day the Wheels Stopped" (SRA p. 162). It can be read as printed or shortened to suit the class. It could be put on a tape previously. (The Teacher's Resource Unit is shared). The tape can be used later with a listening unit for any students who are absent. This true story vividly illustrates the importance of transportation in a city and how it affects people in their daily lives as well as the economic stability of a city.	SRA - Teacher's Resource Unit Cities at Work Poem - p. 164 Story - p. 162

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
What are the major means of transportation in the world?	Many means of transportation are needed to move people and goods. Have the class divide means of transportation into three categories. Land feet, animal, wagon, bicycle, motorcycle, baby carriage, skiis sled, car, truck, bus, train, subway, fire engine, jeep, snow mobile, elevator, escalator. Water raft, canoe, rowboat, sail, motor, cargo ship, passenger ship, barge, house boat, tug, ferry, aircraft carrier, battleship (etc.) hydrafoil and Hovercraft (water and air). Air helicopter, airplane (many kinds), space ships, hydrafoil and Hovercraft (water and air). Using the pictures, poems and maps the class might answer questions such as: How and why does "where" people live affect the kind of transportation needed? How and why does the availability of transportation influence "where" people live? How do the various means of transportation in places affect community? What would be the most common means of moving goods within Providence and from Providence? - to New York? - to California? - to England? - to the moon? - to Russia? - to Brazil?	Fideler: Pictures Transportation Plate numbers 20, 25, 27, 28, 31, 33 World Map U.S. Map Globe

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Have the class compile a bibliography from all the materials in the classroom using the procedure suggested under the Communication Unit.	
How does transportation affect the growth and development of any community?	Divide the class into 2 groups. Review Group work: 1. Choosing a leader 2. Using the Bibliography 3. Going to the Library 4. Discussing questions to be considered 5. Reading material 6. Taking notes 7. Developing vocabulary 8. Making an outline 9. Illustrating - pictures - charts - maps - globe 10. Reporting orally or tape visually puppet show play filmstrip or film transparancy for overhead projector Group I Compare a Peruvian mountain village and lowland village with the Peruvian cities of Lima and Callao. Use Silver Burdett Communities and Their Needs (10 copies) 10 reading and sharing with group, pp. 92-99 village; pp. 93-105 Peruvian Cities 5 students recording and illustrating	Silver Burdett Communities and Their Needs pp. 92-105

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Group II Read story in Appendix "Friendship Town" or Put the story on a tape so group can listen while teacher is free to work with Group I or Possibly have a student read stor story to group. Discussion after story: Why is Friendship Town a true community? Why did the twon develop so auickly? After the story the group could: - write the answers to the questions - illustrate the town before and after the growth and development - write a synopsis of the story - present these to the class	Appendix D "Friendship Town"
How shall we study about Land, Water and Air Transportation?	Divide the class into three groups: Land - Water - Air Transportation. Using the bibliography have each group chose the books appropriate to the special area. Divide such books as: Benefic - You and the Community Laidlaw - Communities and Social Needs Ginn - You and the Neighborhood Silver Burdett - Communities and Their Needs Rand McNally - Transportation and You Silver Burdett - Work Around the World Provide each group with as many filmstrips and pictures as you can. Arrange for AV equipment for reports.	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	List on the board or ditto questions for each group to consider. Work briefly with each group the first session to see that they have organized and are working together. Allow about two weeks for each group to work on its specific topic and report briefly to each other.	
What are the various means of land transportation and how have they affected the people of the world?	<u>LAND TRANSPORTATION</u> 1. What different types of land transportation have been used at different times? 2. How does modern land transportation make life easier for people? 3. How has the automobile changed life in America: a) the family community? Many fathers who work long distances from home commute daily or weekly and leave mothers the responsibility of the children. b) the local government community? Many people who work in different cities or states may not be so interested in local affairs; may spend money elsewhere; may not be willing to or have time to participate in volunteer work or to run for local office. c) social group communities? Prior to common usage of cars most people belonged to social groups in their immediate neighbor hood or nearby places. Now people can belong to groups 50-60 miles away and can drive there in an hour.	Land transportation materials

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	4. What are the special problems of land transportation? (This involves taxes for Highways, air pollution, traffic congestion, accidents) 5. How does land transportation affect producers of goods and services? 6. How has land transportation helped the people of the world to know each other better? 7. What may land transportation be like 100 years from now? Plan a trip to the bus station. As a culminating activity suggest that the group take an imaginary trip by train to Mexico. This is not the best method but serves many purposes. Give the group these facts: <u>Trains</u> Providence - N.Y. via Penn Central New York - St. Louis via N.Y. Central St. Louis - Mexico City via Missouri Pacific <u>Travel Requirements</u> Vaccination proof (within 3 years) to reenter the U.S. Birth Certificate Traveling permit to enter Mexico Border inspection (customs) <u>Plans and Activities</u> Write to Mexican Government Travel Bureau, 630 Fifth Ave. N.Y.C. Plan money, clothes, tickets Use filmstrips Collect travel folders, pictures, etc. Get Time table	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Invite someone who has been to Mexico to visit class Trace route on Map (Use yarn or make a transparency) Chart distance and time What will we see on the way? What to look for in Mexico: Communication and Transportation Industries Purposes Houses, Food, Clothes Language Climate Questions: How long did it take by train? How many miles did we travel? What other means of transportation could we have used? Was this the best method to travel? Why or why not? Why don't people always choose the fastest methods? Try to tie this in with Community- the common purpose of organization and participation needed for a successful trip.	Mexico Laidlaw - Communities and Social Needs pp. 113-122 Use suggestions in Teacher's Edition.
Why has water transportation been so important in the progress of the world?	<u>Water Transportation</u> 1. What different types of water transportation have been used at different times? 2. How has modern water transportation affected the distribution of goods throughout the world? 3. How has water transportation been responsible for the discovery and settling of unknown places? 4. What are the major problems of water transportation? 5. What are some advantages of water transportation in moving people and goods?	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	6. How is water transportation used for recreation? 7. How will water transportation change in the next 100 years? Why? Recently there has been a tremendous increase in small boats in R.I. - motor and sail boats. Sailing and yacht races are very popular with adults and teenagers. Courses are given by the U.S. Power Squadron to make pleasure boating safer. Try to take the class to the Port of Providence. As a culminating activity suggest that the group take an imaginary trip by ship to Norway. Ships Travel folders and Sunday newspapers will give names of cruise ships, prices, types of clothes, what to do on shipboard and what to see upon arrival. Traveling Requirements Vaccination Certificate (within 3 years) to reenter the U.S. Small pox, sometimes others Passport (within 3 years) Customs declaration. Plans and Activities Collect travel folders, pictures Plan clothes, money Plan menus and entertainment Plan a tour of the ship Trace route on globe (use yarn) Chart distance and time Use filmstrips Discuss what can be brought through customs Invite someone who has been to Norway to visit class.	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	What to look for in Norway: Communication and Transportation Industries Purposes Houses, Food, Clothes Language Climate Questions: How many miles did we travel? How long did it take by ship? What other means of transportation could have been used? Why don't prople always choose the fastest method? Try to tie this in with Community- the common purpose, the organization and participation needed for a successful trip.	Norway Laidlaw - Communities and Social Needs pp. 145-157 Also suggestions in Teacher's Edition

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
How has air transportation changed the lives of people everywhere?	<u>Air Transportation</u> 1. What different types of air transportation have been used since its invention? 2. How has air transportation changed the economic conditions of places around the world? (This will apply also to remote areas which are difficult to reach except by air) 3. What are the special problems of air transportation? 4. How does air transportation weaken and strengthen the family community? 5. How has air transportation helped the people of the world to know each other better? 6. What may air transportation be like 100 years from now? 7. What is the "Space Age"? If possible go to the Airport. As a culminating activity suggest that the group take an imaginary trip by plane to Puerto Rico. <u>Planes</u> Use travel folders for prices, schedules, what to do on the plane and in Puerto Rico. <u>Traveling Requirements</u> As Puerto Rico is a U.S. dependency there are no vaccination, passport, or traveling permits required. Usually it is advisable to have Birth Certificate. Customs inspect before leaving Puerto Rico.	Airline materials

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Plans and Activities Write to Chamber of Commerce Puerto Rico Collect travel folders, pictures Plan clothes, money Trace route on Map (use yarn or make a transparency) Chart distance and time Invite someone who has been to Puerto Rico to visit the class Use filmstrips What can be brought through custome? What to look for in Puerto Rico: Communication and Transportation Industries Purposes Houses, food, clothes Language Climate Questions: How many miles did we travel? How long did it take by plane? What other means of transportation could have been used? Why don't people always choose the fastest method? Try to tie this in with Community- the common purpose, the organization and participation needed for a successful trip.	Puerto Rico Laidlaw - Communities and Social Needs pp. 123-133 Also suggestions in Teacher's Edition

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
How would community, government, communication and transportation be involved in a trip across the United States?	Plan a trip across the United States stopping at places of interest such as New York City, Annapolis, Williamsburg, Niagara Falls, Yellowstone, Petrified Forest and Disneyland. Two trips will be outlined. The entire class can follow the same route or two routes can be used as a comparison. Two classrooms could take different routes and work together on culmination. Plans Community groups a family-or families traveling together a classroom a scout group a church group Common purpose to travel across the U.S. to see some of the most interesting and beautiful parts of our country. Organization tour leader (person in authority) planning a trip 1. means of transportation 2. places to visit 3. tracing route on maps 4. time for trip--how many miles per day? How much time for sightseeing? 5. cost of trip 6. rules to follow 7. state laws and safety rules Participation everyone participates in plans	Rand McNally: Family Travel Guide MacMillan: Living in America Today and Yesterday United States Map

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Communication telephoning, telegraphing, writing, for: travel folders road maps reservations inquiries in general (if actual letters are sent to chambers of commerce keep this under control by having only one request to each place.) keeping in touch with people at home while traveling presenting a travelogue on TV (if two groups are traveling different routes they can communicate with each other enroute. Each could appear on a TV program telling what they have seen.)	
	Transportation Traveling by cars with trailers, campers, or turtlebacks would give the class an opportunity to learn about this popular mode of family travel. Camping in the national parks, and other camp sites and trailer parks will involve many experiences in community living.	
	Routes Northern Route(suggested stops) N.Y. City Niagra Falls Great Lakes Wheat Fields-Dakotas Mt. Rushmore-Black Hills National Forest (S.D.) Yellowston National Park (Wy., Mon., Idaho) Crater Lake (Oregon) Mt. Rainier National Park (Washington) Grand Coulee Dam (Wash.)	Filmstrips Study Prints Maps Travel Guide

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Alaska (Fly) Juneau Fairbanks Anchorage Mt. McKinley National Park	Alaska Laidlaw - Communities and Social Needs pp. 134-144
	End this trip with a flying visit to the state of Alaska. Alaska is more than just snow and Eskimos.	
	Southern Route(suggested stops) N.Y.City Annapolis Washington, D.C. Williamsburg Great Smoky Mts. (N.C., Tenn.) Arkansas Farmlands Texas - cattle ranches Petrified Forest (Arizona) Pueblos - Hopi Indian Reservation (Ariz.) Grand Canyon and the Mead Recreation Area (Ariz., Nev.) Death Valley (Calif., Nev.) Disneyland Los Angeles	
	Fly to Hawaii Honolulu (Oahu) Hawaii National Park Outer Islands Help the class discover that Hawaii is more than a glamorous vacation spot.	Hawaii Laidlaw - Communities and Social Needs pp. 102-112 Ginn - Your Towns and Cities T. Ed. pp.141-149 Annotations pp. 205-223 p's ed. pp.205-223

UNIT V. THAILAND

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
What can we learn about Thailand from our maps and globes	Possibly introduce this unit with a filmstrip of Thailand or a display of the Social Studies books (Ginn and Silver Burdett) opened to various pictures of special interest. Use the globe and world map with Thailand outlines. 1. Discuss the best means of transportation from the U.S. to Thailand. 2. Show the different air routes from Hawaii and from Alaska to Thailand. (Ginn 208, 221) 3. Decide why the globe is more helpful in tracing these routes. 4. Note the nearness to the equator. Introduce the term Tropic of Cancer. a. What kind of climate will this nation have? (Use the term tropics) b. Which of the places we have studied are also in the tropics? (Hawaii, Puerto Rico, Mexico City) (Remind the class that the climate in Hawaii is so pleasant because of the winds from the Pacific Ocean. Altitude of Mexico City keeps the temperature lower. Puerto Rico has cool winds from Atlantic Ocean) c. How will the climate affect the way people live- their houses, food, clothes, work? 5. Call attention to the Indian Ocean which may not have been mentioned before. 6. Explain about the peninsula of Thailand.	Globe World Map Ginn - Your Towns and Cities Silver Burdett Communities and Their Needs Laidlaw - Communities and Social Needs Mexico pp. 114-115 Puerto Rico p. 123 Hawaii pp. 113-116

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS

Compare the hot, humid air with an extremely hot, sticky humid day.
Compare this peninsula with ' Florida.

THINGS TO DO

* Learn a few words in Thai language
Make a diorama or painting of:
a market
a Thai village
Bangkok
Temples
Make kites for a Kite-fighting contest.
Make paper dolls dressed as Thai dancers
Pretend you are a Travel Agent
Make large posters of Thailand
Make travel folders of interesting places in Thailand
Go to the library for books about Thailand. (Ask the librarian if she would like a poster.)
Make a list of foods using rice. Cook something using rice.
Make a list of things made of rubber. Display materials made of rubber.

* Cha - yes
kawb-kun - thank you
prawd - please
kho tod - excuse me
tan-chu-arai - What is your name?
Kee-mung - What is it?
tao-rai - How much?
mai-pen-rai - It doesn't matter.

What would your life be like if you lived in Thailand?

As the majority of the people in Thailand live in the Central Plain this will be a typical area to talk about.

Reading to the class, showing the pictures in the books and letting those who can read independently report to the class will give the children a brief view of a place very different from the U.S.

Ginn: Your Towns and Cities
T.ED. pp.158-159, 52, 5-21, 128, 31
Annotations pp. 182-191

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Call attention to the fact that although these people have very little money there is practically no real poverty in Thailand. No one goes hungry. There is always rice-the main source of food. They have simple needs. They are a happy people.	Silver Burdett Communities and Their Needs T.Ed. pp.24-31
a. Central Plains	Central Plains Suggested questions: 1. What is meant by "money crop"? 2. What is the "money crop" of the Central Plains? 3. What are the "money crops" of Hawaii, Mexico, Puerto Rico, Providence? 4. How do people fish in the Central Plains? 5. What are the houses like? 6. How does the threshing of rice differ in a village and a city? 7. How are the schools like ours and different from ours?	Central Plains
b. Peninsula Thailand	Suggested questions: 1. What is the "money crop" of this part of Thailand? 2. What are rain forests? 3. What grows in the rain forests of Puerto Rico? 4. Why does the U.S. buy rubber from Thailand? 5. Why is the climate of Peninsula Thailand very different from the climate in R.I.?	Ginn: Your Towns and Cities T.Ed. pp. 133-134 Annotations pp. 1 200 p's pp. 196-200
c. Northern Thailand	1. Why is it so much cooler in Northern Thailand 2. What trees are like those in RI? 3. Why are teak trees so valuable? 4. Why would the same trees grow in R.I. and northern Thailand? 5. What is the "money crop" of this area? 6. Why would a dam and power plant be built in Northern Thailand?	Silver Burdett Communities and Their Needs T. Ed. pp.32-33

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
d. Bangkok	1. How does Bangkok compare with other cities we have studied? Providence? San Francisco Washington Amsterdam London Tokyo Comparison- people size buildings transportation communication government problems geographic location climate natural resources purposes age 2. How does Bangkok combine the old and the new? 3. Why is there more "true community" in the Thai village than in a large ciy like Bangkok? 4. How and why would these reasons be similar in the U.S.?	Ginn-Your Towns and Cities T. ED. pp.134-136 Annotations pp. 201-206 p's ed. pp. 201-206 Silver Burdett Communities and Their Needs T. Ed. and p's ed. pp. 32-37
e. Transportation and communication	Transportation in Thailand combines the old and the new. There are good airports, harbors, and wide paved streets. There are narrow c anals filled with sampans, rafts and streets with ox-drawn carts. The traffic jams in Bangkok are among the worst in the world. Cars, people, and samlors (bicycles with covered seats on the back) cause this traffic congestion.	Ginn-Your Towns and Cities T. Ed. pp.158-160 p's copy pp. 184, 201, 202

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Modern means of communication are evident in large cities like Bangkok but in the villages and farm areas the simplest means of communication--speech is the principal method. Mail is extremely slow. Often there is a radio and loudspeaker in a village meeting hall.	Silver Burdett Communities and Their Needs pp.32-34
	The Thai language is spoken all over Thailand and this fact alone unites the people. Suggested Questions: 1. How does a common language help "true community" in Thailand? 2. How have good airports and harbors changed Thailand? 3. How would you compare traffic in Providence with Bangkok?	Ginn-Your Towns and Cities. p's copy p. 202, 49, 68 Silver Burdett Communities and Their Needs. p. 27, 34-35
f. The Market	We can compare a market place in Thailand with how an American city gets its food. Suggested Questions: 1. How are the market places alike in Thailand and U.S.? 2. How are they different? 3. Why is there a larger variety of food in a wholesale market in the U.S.? 4. What are some of the problems in both kinds of markets? a. getting food to the market places b. keeping food in good condition c. pricing food so it will make a profit but not too high to sell supply and demand competition	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
g. Government	Thailand is ruled by a king and queen under a constitutional monarchy. The king has no real power but is greatly respected. In Bangkok the people are interested in the government but until recently very few of the farmers even bothered to vote. The young people are beginning to take an active interest. We can recall our definition of community reminding the class of the importance of participation, organization and person in authority. The family community is especially strong in the farm area. The village headman is like a mayor and is elected by the people. Suggested Questions: 1. What form of government do the people of Thailand have? 2. What form of government do we have in the U.S.? 3. What would the headman in a village do that our mayor does? 4. Why is it important for all people who are old enough, to vote in every election?	Ginn-Your Towns and Cities p's copy pp. 180,190
h. Religion	Suggested Questions 1. What is the chief religion of Thailand? 2. Why do most men spend some part of their lives as monks? 3. How is this different from most religions? 4. How are all places of worship alike in some way?	Silver Burdett Communities and Their Needs T. Ed. pp.30-31, 36-37 Ginn-Your Towns and Cities p. 203
i. Festivals	Festivals, plays, dances, and the theater are a very important part of life in Thailand both rural and urban. Holidays are often connected with religion.	Ginn-Your Towns and Cities pp. 192-195

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
	Suggested Questions: 1. How are the plays in Thailand different from ours? 2. Why do girls have to start so young to learn to be Thai dancers? 3. What are shadow plays? How could we make one? 4. How is kite-fighting different from our kite-flying? 5. What is the story of the Siamese cate?	
Examples of Festivals	NEW YEAR'S DAY comes in April in Thailand. The celebration lasts five days and the people dance, have parades and fire works. People wash their clothes, houses, and themselves. They sprinkle water on images of Buddha and throw bowls of water on their friends. Everyone has a wonderful time. ROCK NA the First Plowing Ceremony in May. There is a splendid parade led by the Lord of Festivals who is appointed by the king. A water buffalo decorated with flowers pulls a gold and red plow. The marchers wear red and white uniforms. Rice is thrown to the people watching the parade and to catch some is to bring good luck. KHAO VASSA in June is a season of fasting or quiet thinking like the Jewish Yom Kippur, the Muslim Ramadan or the Christian Lent. All Buddhists who can do so go to many services at the Wat(temple). Men dressed as giant monsters parade through the village. LOI KATONG is the Festival of Lights. It is held at the first full moon in November. Everyone stays up all night, decorates his home with lights and streamers, and goes to the Wat. People make small boats, filled with flowers, nuts, money and a lighted candle, which they sail on the water nearest to them.	

References

Lindoren — Noy Lives in Thailand

Schloat — Prapan, A Boy of Thailand

Day — Tale of a Siamese Cat

Ayer — A Wish for Little Sister

Ayer — Paper Flower Tree

Ayer — Nu Dang and His Kite

Forman — Story of Thailand

Landon — Anna and the King of Siam

Mathew — Land and People of Thailand

Karnow — Southeast Asia (Life World Library)

Travel Press Thailand

National Geographic, The Mekong, Dec., 1968

UNIT VI. ISRAEL

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
Israel (Kibbutz)	Before talking about this community have the class find Israel on the world map and on the globe. Suggested Questions: 1. Which was more useful in locating Israel--the globe or the map? 2. On what continent is Israel? 3. Near what body of water is Israel? 4. What are some of the nearby nations? 5. Can we tell anything about the climate by looking at the map? (Compare to Southern California and Arizona.) 6. What means of transportation would you use to go to Israel? 7. What problems will the large desert area of the Negev bring to Israeli farmers? Israel, as a nation, could be considered a community using the definition of common purpose. Jews from all over the world moved to Israel to reclaim their homeland, and form their own nation where they could speak their old language, Hebrew, and worship in their own way. By 1948 this new nation had become a reality. It was decided that Hebrew be adopted as the national language, so people from all over the world who go to live in Israel learn this language either at classes given by the government, or in the army. The government of Israel is democratic like ours. Instead of two legislative branches like our house and senate the Israeli legislature	References Silver Burdett People Use the World Laidlaw Understanding Israel Ginn Today's World in Focus-Israel MacMillan This Is Israel Life World Library -- Israel Filmstrips SS-F-19 f "Family of Israel" SS-I-11- a "This is Israel"

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS

has one chamber, a parliament called a Knesset (nes' set). There are 120 members elected to four year terms. Every citizen over 18 votes secretly for a party slate, rather than for individuals. The president is elected by the Knesset for a five year term. The president chooses someone from the Knesset to serve as prime minister. The P.M. serves as the head of the cabinet, and is the actual political leader of the government. Israel has no formal constitution yet, but rather a body of laws which will later be the basis of a constitution.

Israel requires 2½ years of military service for all men between the ages of 18 and 26. Single women are required to serve for 2 years. This insures adequate national defense. After their period of active service the Israeli soldiers continue to serve in the reserves for one month out of each year.

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS
Kibbutz (ki boötz')	A Kibbutz is a place where people pool their knowledge, money, and work. There is no private ownership. Everything is shared. By doing this people can successfully overcome the terrific problems faced by a new nation. These communities are most often farm communities, but there are some kibbutzim where the people are ivolved in industrial work. Adults live separately from children in a kibbutz. The children live together in dormitories, and are cared for by specially trained people. Children in a kibbutz are given very special care because, as in all Israel, these shildren represent the new nation of Israel. Parents and children visit each afternoon. The education system of Israel is geared to the needs of the people. All children go to the same kind of school until they are 14. Secondary schools teach farming, and scientific ways of improving farming in Israel. Other secondary schools train teachers and medical workers. There is little money to be wasted in Israel, so no one goes to high school or college unless he is preparing for a definite vocation. All people in a kibbutz (with the exception of very young children) work. In farming communities those people not involved in actual farm work work in kitchens, launderies, libraries, schools, hospitals etc. Some serve on lookout duty. In return for their work people receive food and clothing, housing, medical care, education, and recreation.	

QUESTIONS	SUGGESTED PROCEDURES	MATERIALS

There is always some time allotted to recreation in a kibbutz. A certain kibbutz may be well known for its excellent music, dancing, art shows, or plays.

The kibbutz may be studied more easily as a community because it is small. This is a community because all the people participate in attaining the common purpose.

Hebrew words and phrases:

Ken . . . . . .yes

Lo . . . . . .no

Shalom . . . . . .Hello

Toda. . . . . .Thanks

Ma shlowka? . . . . . .How are you?

Hanukkah. . . . . .Feast of Lights

Menora. . . . . .Seven branch candelabra which is the emblem of Israel.

Rosh hashana. . . . . .Jewish New Year

Kibuts. . . . . .Community type living

APPENDIX A

Neighborhood

People — Place (land, buildings) — Purposes

People are in a Place for different Purposes

- to live
- to work
- to learn
- for recreation
- for medical needs
- for shopping

People live in one neighborhood but can belong to many communities in that neighborhood or in many different neighborhoods.

Community

People — Common Purpose (same reason, interest (commitment)) — Participation Organization (working together with someone in authority or in charge.)

Groups of people who get together for the same reason make a community.

Ex.
- Family Community
- Church Community
- School Community
- Scout Community
- UN Community
- Social Group Community
- Civic Group Community

People live in one neighborhood but belong to many communities in that neighborhood or in many different neighborhoods.

APPENDIX B BUSHMEN

The Bushmen, one of the most primitive people living today, live in the Kalahari Desert which is in South West Africa and western Bechuanaland. This is a flat, dry, barren land broken only by an occasional baobab tree. This unusual tree, which can grow as tall as 200 feet and as wide as 30 feet in diameter, has huge white flowers and pear shaped, bitter fruit. This fruit is a source of food for the Bushmen during the summer.

Water is the greatest problem in this area. Rain falls for only three months a year starting in December. Between March and December all water dries up and the people must depend largely upon water stored in ostrich shells. A hole is dug with a stick in the sand where water is expected to be found. The end of a reed is covered with grass, to filter the water, and pushed into the hole. Water is sucked, by mouth, through the reed and stored in the ostrich shells. The reed is left in the hole to be used later.

Roots, berries, onions, pea-like pods, cucumbers and melons all growing wild are the principal foods as well as source of moisture during the long, dry season. Women spend most of their days looking for and gathering these foods as nothing but wild plants will grow in this desolate land.

The Bushmen men are extremely clever hunting, and killing wild antelope, hogs, porcupines, partridges and occasionally giraffe. They use a poisoned arrow that is usually made of bone. Every part of the animal is used for food or clothes. The bones are made into new arrow heads.

There is no formal chief of king of the Bushmen. Each family group or band lives and travels together, usually twenty to twenty-five in number. A particular territory is traditionally used by a group and the people move within this area. No really permanent houses are built bec ause as soon as the food and water supply is depleted in any area the group moves on. Often they simply construct domes of grass for protection from the sun, or settle under a baobab tree. This is very little protection against the extremes in temperature which can vary in winter from 80° at noon to well below freezing at night. Their more lasting type shelters are conical shaped huts made of boughs set in the ground in a circle, tied together at the top and covered with grass.

The Bushmen wear very simple clothing made of animal skins. The men have just a loin cloth, the women an apron and cape all of which are made of leather. The cape is used for carrying babies or food as well as for protection from the sun and cold.

The Bushmen are a dignified, peace-loving people whose only break from the monotony of their lives is their medicine dance and the singing which accompanies it. Physically they are rather small with the men a little over five feet tall and the women a little under. They have dark yellowish skin and tight black curly hair.

Teacher Reference:

Thomas, Elizabeth Marshall, The Harmless People, Vintage Books, 1959. (Social Studies Office)

Gibbs, James, People of Africa, No. 67 Bushmen (King) (at RIC Library)

Film: Bushmen, Remnants of a Race, Encyclopedia Britannica.

APPENDIX C UNITED NATIONS

In 1945, after the devastation of World War II, a great conference was held in San Francisco to organize the nations of the world in hopes that quarrels between nations might be settled without war. If all people are to be free and prosperous there must be peace and this can be accomplished only by the cooperative effort of all nations. Although the UN can not guarantee world peace, the very fact that member nations can put even moral pressure upon the quarreling nations does have some effect.

One of the first steps the UN took was to draw up the Universal Declaration of Human Rights. (Grade I Curriculum Unit). In many parts of the world, UN agencies are helping to fight disease and malnutrition, build dams, teach people improved ways of farming, teach people to read, and generally aiding the economy of developing nations.

The UN Complex in New York City has four buildings grouped around a fountain. The buildings are the General Assembly Building, the Secretariat, the Dag Hammarskjold Library and the Conference Building. Flags from more than 120 nations are flown in the plaza in front of the buildings. They are in alphabetical order and at the same height. The UN flag flies in the center but above the others. When a new country joins the UN that flag is flown in the center for one day and is then put in the correct alphabetical position.

The General Assembly of the UN has up to five representatives from each member country but only one vote for each country. The group elects its own President and Vice President for each session. The job of the General Assembly is to consider any question concerning peace, security, world prosperity and justice. There are many special councils within the General Assembly to work on specific problems.

A speech is given in any one of the five official languages--Chinese, English, French, Russian or Spanish--and is instantly translated into the other four. A delegate can choose which of the five languages he prefers and receives the speech over earphones.

APPENDIX D FRIENDSHIP TOWN

Friendship Town was a small community in Nevada where most of the families lived, worked, went to school and church and belonged to the same social and civic groups. For many years the people there were very happy. But one day the Town Council met to discuss a serious problem.

Many of the young people of Friendship Town were leaving to live and work in other towns because there were no jobs. No new businesses were opening, no new houses were needed to be built, there were no factories where people could work. A former resident who owned motels wanted to build a motel in Friendship Town but tourists never came there. A factory owner wanted to open a new factory but couldn't get his supplies there and his product transported to other places. The town was just the same as it had been fifty years before.

The council members decided to list all the goods things about the town and then try to find out what was wrong. The list had these facts:

1. good electric and water power nearby.
2. good land for factories, houses and camp sites.
3. near Yosemite National Park.
4. near an interstate highway.
5. people who wanted to work together to improve their town.

After talking about these good things the members decided they knew what was wrong. They needed better transportation.

1. there was no exit from the highway so cars did not' drive through. Buses and trucks from big cities went right by.
2. the airport was far away.
3. there was no water transportation.
4. there was no railroad nearby.

A report of the Council Meeting was printed in the newspaper. Many people became really interested and wanted to do something about it. A town meeting was called and nearly everyone came. At the meeting they received information that a new airport was being built and that maybe it would be near their town. If an exit from the highway were made cars, and buses could come right into town and people could stay at a motel or campsite on their way to Yosemite. Trucks could bring supplies from the airport or railroad or come from distant cities so factories could be built. New people would come to work and live in Friendship Town.

The Council wrote to the Governor and State Legislature. Everyone agreed that the airport should be near Friendship Town and that the highway exit was a bery good idea.

Five years later in Friendship Town there were many new people living and working there. Young people had opened new businesses. There were three factories. A large motel and a beautiful campsite attracted many tourists. People were coming to Friendship Town instead of leaving. The citizens had worked together to help their town by improving their transportation.

APPENDIX E
FILMSTRIPS AND FILMS

Unit I: Overview

Filmstrips

SS-T-13f "Then and Now in New England"
SS-C-19 "Colonial Children"
SS-L-23a "Living in Early Plymouth, Massachusetts"

Slides

SLSS-P-4 (1-49) Plymouth Plantation and Mayflower II

Unit II: Government

Film

O-14 "Our City Government"

Filmstrips

SS-T-15 "Tour Nation's Capital"
SS-S-46m "United Nations"
SS-U-14f "Day at the U.N."
SS-U-9 "United Nations"

Study Prints

SP-92-a-y Choosing a President

Unit III: Commun ications

Filmstrips

SS-L-7 d	Communication in Our Country
SS-T-6 d	History of Communications
SS-O-22b	Telephone for the Community
SS=Y-5	You and Your Newspaper
E-S-2d	Let's Make a Post Office
SS-I-16c	Commerce and Communication
E-L-10c	Signs We See
SC-T-4a, b,c	TV Station and Its Services
SC-S-7h	Calling Your Neighbor
E-A-8a	How We Communicate
SC-F-12a, e,f,g,h	Communication Knits Our World Together
SC-F-4i	Messages Travel and Recorded
SS-C-22b	How Messages Are Carried
SS-A-2a,c	A. Bell, S. Morse
SS-M-3i	G. Marconi
SS-S-57j	Our Community Newspaper

Films

N-207	A Newspaper Serves its Community
O-11	Our Post Office

Tel. & Tel. Company Films	
#4	Before Your Phone Rings
#27	Pary Lines

Unit IV: Transportation

Filmstrips

SS-P-13c	Trucks
SS-T-7	Trucks Work for Us
SS-R-3	Railroads at Work
SS-J-7	It's Fun to Travel by Train
SS-L-20	Airport
T II E-L-6c	Let's Fly
AV-S-1	Seeing the Airport
SS-P-13f	Boats and Ships
SS-O-22f	Public Transportation
SS-T-6c	Transportation (History)
SS-L-7e	Transportation in United States (History)
SS-R-16e	Cities and Highways (Routes, trip to coast)
SS-T-9b	Crossing a Bridge (various means)
SS-T-5	Transportation (History)
SS-S-57a	What Transportation Means to Us
i	How Roads Came to be
SC-F-4h	Machines Help Us Travel (all kinds)
SS-A-24	Transportation - Horseback to Jet
SS-D-11a or SC-D-8a	Rocky Mountains
SS-N-23 (a-f)	National Parks
a	Our National Park System
b	Yellowstone
c	Yosemite
d	Grand Canyon, N.P.
e	Bryce and Zion
f	Mesa Verde N.P.
SS-H-17b	Exploring Honolulu
c	Exploring Oahu
d	Hawaii National Park
T II-SS-H-29(a-d)	Hawaii Island State
SS-C-3d	Alaska
SS-B-17d	Simon and Lucy of Alaska
T II SS-A-44(a-d)	Alaska Frontier State
SS-B-17b	Steiner and Karen of Norway
SS-S-39a	Norway, Land and People
b	Industries of Norway
SS-S-29f	Mexico
SS-M-9d	Mexico-geography
SS-M-13c	Friendly Neighbor
SS-M-14	Mexico, Southern Neighbor
SS-L-13	Our Next Door Neighbor

SS-S-29b	Puerto Rico
SS-L-13e	Puerto Rico
SC-W-18a	Desert
T II SS-N-16b	Mountains
T II SS-N-15	National Parks

Filmstrips with Records (order by number and name 1 or 2 at a time)

T II SS-S-46 (a-r)	
a	Yosemite National Park
b	Seqwoia- King's Canyon National Park
c	San Diego Zoo
d	Niagara
e	Washington, D.C.
f	Grand Canyon National Park
g	Petrified Forest - Painted Forest
h	Los Angeles
i	Hollywood
j	Knott's Berry Farm, Buena Park, California
k	Calico Mine, Knotts'
m	United Nations (Use with Government Unit)
n	New York City
o	Marineland
p	Honolulu
q	Hawaiian Islands
r	San Diego
T II SS-T-15	Tour of Our Nation's Capital
SS-M-32	Mexico

Study Prints

T II SP-26 (a-h)	How People Travel in the City
T II SP-27 (a-h)	Moving Goods in the City
T II SP-29 (a-j)	Water Transportation
T II SP-30 (a-j)	Travel by Air
T II SP-31 (a-j)	Land Transportation
T II SP-34 (a-u)	Williamsburg
T II SP-36 (a-u)	Washington, D.C.
T II SP-38 (a-kk)	National Parks
T II SP-41 (a-u)	Alaska
T II SP-95 (a-l)	Living in U.S.
T II SP-103(a-h)	Mexico - Cities
T II SP-104(a-h)	Mexico - Crafts and Industries
T II SP-108(a-h)	Mexico - Countryside

Slides

SLSS-V-2 (a-xx)	Williamsburg

Unit V: Thailand

Filmstrips

SS-A-37d	Thailand
SS-C-80g	Thailand - Land and Cities
h	Thailand - People
i	Thailand - Industries
SS-L-4d	Living in Southeast Asia
SS-L-15b	Rivers and Rice
SS-T-10	Thailand

Unit VI: Israel

Filmstrips

SS-F-19f	Family of Israel
SS-I-11a	This is Israel